KENTUCKY TECH

Technical Education Steering Committee

Vision for Postsecondary Education

- A system that is affordable and accessible to as many Kentucky citizens as possible.
- A system planned and coordinated tom ensure efficient use of all education resources.
- Local institutions empowered to be responsive to the community.
- Postsecondary institutions focused on satisfying customer needs with a willingness to challenge institutional barriers.
- A governance structure appropriate to its mission.
- Equity in funding that places equal value on all levels of postsecondary education.
- Accountability measures for all postsecondary education.

Recommendations in seven areas:

1. Accessibility and Affordability

Barrier: Secondary education dropout rate is too high.
Solution: Promote integration of academic and technical components to create relevant, real-life experiences, such as Tech Prep and School-to-Work models.

Barrier: Lack of career/technical emphasis in high school.
Solution: Emphasize career planning/technical education in high school.

Barrier: Too few adults seeking postsecondary education.
Solution: Provide tax incentives to employers who retrain their workforce.

Barrier: More students seek admission in some programs than the system can accommodate.
Solution: Prioritize resources tom expand postsecondary education at the 25 postsecondary schools and at area technology centers.

Barrier: Articulation among postsecondary education systems in sporadic.
Solution: Consider legislation to direct articulation among institutions.

Barrier: Family and life responsibilities prevent adults from returning to or attending school.
Solution: Offer more evening and weekend classes to accommodate non-traditional students. Make day care available at or near Kentucky TECH schools.

2.   Planning and Coordination

Barrier: No single entity is responsible for program approval and coordination.
Solution: Create a board to approve and coordinate programs that are two years or less in length and are technical/vocational in nature. The board should have the authority to require and enforce articulation agreements. The board should also oversee such issues as joint enrollment of students between institutions; calendar issues including the beginning and ending of semesters; course numbering; and national skill standards. Coordination among technical/vocational/occupational programs could also be improved if all occupational programs were placed under the administrative control of the Cabinet for Workforce Development, or if the Cabinet distributed funding for all occupational programs.

Barrier: Missions of institutions and systems overlap.
Solution: The General Assembly should establish clear missions for universities, technical schools, and community colleges.

Barrier: Little incentive exists to establish joint programs between institutions.
Solution   Create flexibility and establish financial incentives to encourage joint programs and other partnerships involving educational institutions.

3.   Responsiveness

Barrier: System needs state-of-the-art equipment to update programs; obsolete and worn-out equipment needs to be replaced; new programs need to be created and equipped in existing facilities.
Solution: Prioritize biennial allocations to upgrade equipment and to equip new programs in existing facilities.

Barrier: Lack of postsecondary education in remote areas of Kentucky.
Solution: Include technical education in any plan to telecommunicate course offerings throughout the Commonwealth.

4.   Satisfying Customers

Barrier: Inability of technical education to confer technical degrees
Solution: Legislation should grant authority to technical schools to confer technical degrees in appropriate programs that meet prescribed guidelines. Without technical degrees, students are at a disadvantage in the job market.

Barrier: Lack of local flexibility to respond to the needs of employers.
Solution: Establish local planning partnerships — councils of business people — to ensure that education and training programs prepare workers for fields that are in demand.

| Barrier: | Lack of information on what types of workers are in demand. |
| Solution: | Establish coordination among agencies that collect and provide such data. |

5. Governance

| Barrier: | As a state government agency, Kentucky Tech is bound by a state government personnel cap. Other educational institutions are not restricted by a cap and can hire employees as long as the positions can be funded. |
| Solution: | Establish the State Board of Technical Education as the governing board for the Kentucky Tech system. Maintain the system connection to the Cabinet for Workforce Development for purposes of support and coordination. The Cabinet now provides legal counsel, budget and communications support and other services for Kentucky Tech and should continue to do so to use tax. dollars efficiency. To allow Kentucky Tech to function as an education institution, the Commissioner of Technical Education should report to the current State Board for Adult and Technical Education which should assume operational control of the system. The Secretary of the Cabinet for Workforce Development should serve as chairman of that board which should be renamed the "State Board for Technical Education." Without maintaining a firm connection to the Cabinet and its Secretary, technical education would lose a strong advocate who can state its case to the Governor and the General Assembly. Under this proposal, the operating board would focus solely on technical education and would have no responsibility for adult education. |

6. Financing

| Barrier: | There is no budgeting or reporting of all of the state funds devoted to postsecondary vocational-technical education. |
| Solution: | Initiate a state budgeting process that reports public expenditures for postsecondary vocational technical education, and budget for these expenditures separately. |

| Barrier: | The state budget for Kentucky Tech is analyzed and approved differently from the rest of public postsecondary education. |
| Solution: | Treat the Kentucky Tech postsecondary budget in a similar manner to the rest of public postsecondary education. State funding should be based on the value of postsecondary vocational-education within the broader context of the state General Fund's situation. Less attention should be given to the number of employees (none is given in determining funding for higher education or elementary and secondary education) and more given to the outcomes and outputs generated by Kentucky Tech. |

| Barrier: | Currently, there is no financial incentive system within Kentucky Tech. The funding system does not provide an environment to plan, execute, and evaluate an |

institution's performance. It does not encourage each institution to strive for continuous improvement.

Solution: Incorporate elements of performance budgeting as a way to inject an incentive system into the allocation of resources among Kentucky Tech postsecondary institutions.

Barrier: Historically, budgeting for facilities" construction, renovation, and equipment for new programs in existing facilities has received low priority.

Solution: Increase priorities to expand programs to meet customer needs, construct facilities according to a capital construction priority list; renovate facilities; and purchase state-of-the-art equipment according to a planned schedule of justified replacement.

7.   Accountability

Barrier: Traditionally, the structure for technical education has been hierarchical.

Solution: Institute high-performance organization concepts and initiatives, promoting the development of teams and the empowerment of front-line employees to make decisions and act on them. Change should be both top-down and bottom-up.

Barrier: Current financing structures do not address accountability or assessment measures adequately.

Solution: Implement performance funding measures based on local assessment inputs.

Barrier: The public has no means of evaluating the performance of the postsecondary education system.

Solution: Implement an education and training consumer-report system that provides information about the performance of the system.

STUDENT REPRESENTATIVES OF THE UK COMMUNITY COLLEGE STUDENTS

Most important changes to make higher education more responsive and effective:

- A better system of credit transfer from community college level to major universities (e.g., the curriculum should be uniform throughout the state).

- Internships and cop-op programs to make transition from school to career more accessible.

- Technology readily available to all colleges and technical schools.

- Mandate of twelve years of high school and two additional years of college prep or vocational training.

- Better advising for new students.

- Expanded associate degree programs that include hands-on experience — including internships.

- Improved financial assistance programs, including better information for secondary *school students as well as non-traditional students* about options available.

Do the needs and conditions in different regions of the state require different changes?

Regions differ but each region's needs can be met through partnerships and bringing resources to each campus.

COMMUNITY COLLEGES: SYSTEM GOVERNANCE

Paper submitted to the Kentucky Task Force on Postsecondary Education
by the
Faculty Advisory Group: Community Colleges

The particular goals we seek to achieve in providing this analysis are as follows:

- Advance excellence in community college education.
- Identify and remove barriers to productive working relationships, both internally and in relation to other postsecondary educational institutions.
- Progress toward a high-performance community college system.
- Facilitate progressive change by including the views of those affected in decisions about the change process and its outcomes.
- Implement governance structures that support goals 1 - 4 above.

Evaluation of Current System Management

A modification of the current governance structure or adoption of an alternative method of community college governance should address the employee/management and funding problems identified by the faculty.

Alternative Governance Structures

Of the alternative governance structures that have recently been proposed, survey results indicate that community college faculty are most receptive to the creation of an independent community college system governed by its own board of trustees and regulated by the Council on Higher Education, assuming that such an arrangement would improve their circumstance. Among those who favor this option, it appears that it is viewed as a viable means for eradicating problems of the current system and forwarding educational excellence. Survey respondents are less receptive to the prospect of merger with Kentucky Tech under an independent board regulated by the Council on Higher Education, even if their material circumstance and working conditions were to improve. Nevertheless, on the KCCFA and KASE surveys, a majority of community college and vocational/technical respondents indicated that they were either in favor of or still undecided about this proposition. Whether or not community college and vocational/technical faculty will ultimately support a particular governance structure will depend on more specific details than are currently available. Therefore, *adoption of any new governance structure must consider faculty views and input if the new system is to achieve maximum support and success.*

Conclusion

The Commonwealth's community college system currently enrolls one-third of all public college students in Kentucky. Clearly, the quality and appropriateness of the education and training provided by the CCS are consequential for the state's economic development. The KCCFA survey identifies significant problem areas in the current governance structure which, whether through modification or adoption of a new system, must be addressed if the community college system is to be positioned to assist the Commonwealth to become "a leader in the global economy of the twenty-first century".

COMMUNITY COLLEGE FACULTY

Community Colleges: Local Governance

Goals

- Achieve excellence in community college education.

- Create the optimal environment within which each community college may perform.

- Empower the local community stakeholders.

- Reduce the layers of bureaucracy that currently exist.

- Enhance participatory efforts to accomplish common goals of the communities.

Current Emphasis on the University of Kentucky

- The University of Kentucky provides no mechanism of local governance for the fourteen (14) community colleges located across the state.

- The University of Kentucky Community College System's form of governance and operation was developed and based on managerial structures and techniques of the 1960s. This system has evolved reluctantly from its inception and could prove antiquated as the Commonwealth approaches the twenty-first century.

Emphasis on Communities

- Provide local communities with enhanced operating and policy-making authority over their local community college campuses.

Local Board of Trustees

- Achieve the optimal utilization of each local community college through local governance initiatives. A community-based board of trustees system would allow each community the ability to tailor its community college to its individual requirements.

Composition of Local Boards of Trustees

- Include all of the essential stakeholders on local governing boards to achieve an optimal educational environment.

- A student representative should be selected by the student body to represent their interests.

System Governance

- Establish a statewide governing body to accomplish common goals of the community college system within the higher education community, <u>id est</u> — within the framework of the Council on Higher Education.

  - Economies of scale in payroll operations, employee benefits, purchasing.
  - Curriculum standardization and common course numbering.

Local Financing

- Fund community colleges by the state in an equitable fashion comparative to the other institutions of higher education within the Commonwealth. Local community college tax revenues should not be utilized for the purpose of subsidizing inequitable funding by the state.

- Once comparable funding has been achieved for the community colleges, develop tax base to provide supplemental funding.

COMMUNITY COLLEGES: DISTANCE LEARNING AND UTILIZATION OF INCREASED TECHNOLOGY

Faculty Advisory Group: Community Colleges

Goals

- Educational Quality: Kentucky's students should receive the best possible education. Standards of educational excellent must be established and maintained.

- Educational Opportunities: Access to higher education should be provided for as many members of our communities as possible.

- Teaching methodology: Students should be exposed to the best pedagogical methods available – from traditional classroom instruction to the use of advanced technology, including the use of the Internet, interactive video, tele-courses, etc.

"Virtual University"

- The Western Governors' Association "Virtual University" [now formally called the Western Governors University] was established "to make a broader range of learning more accessible to the citizens of the West through advanced technology." The WGU is not the only "virtual" university.

- The concept of a "virtual university" as merit.

- Legislators, college administrators, faculty and students must be aware of the potential hazards in the "virtual university" concept.

- Distance learning will not meet the needs of all students.

- Allowing higher education to fall into the hands of agencies other than the colleges and universities of the state might very well diminish quality.

Costs

- Cost cannot be the sole consideration in higher education.

- Despite preconceptions about its economical nature, technology costs money.

Implementation

At this point, observers have limited understanding of:

- The long- or short-term effectiveness of computer-based technology learning (as opposed to traditional on-campus classes).

- The long-term reactions of students or employers to "virtual universities."

- The up-front, continued, hidden, or otherwise – of technology-driven education.

- Until these concerns are addressed satisfactorily, the Commonwealth should proceed with caution.

COMMUNITY COLLEGES: ISSUES IN ACCOUNTABILITY

Faculty Advisory Group: Community Colleges

- Faculty in the community colleges support the accountability movement (as reflected in Senate Bill 109) and are playing an integral part in helping shape the form it takes in the state.

- Accountability remains a controversial subject in implementation on the campuses:

  - Lack of agreement on a working definition of accountability and the means of measuring it.

  - Specific issues related to standards related to the community colleges.

The paper reviews in further detail issues related to:

- Accountability standards:

  - Sphere of control
  - Examples of problems with measurement
  - Fit for community colleges

- Meaningful accountability standards and enhanced performance

UNIVERSITY STUDENTS

1. Attrition must be a primary concern to the University community.

   - look at the selection process; increase selectivity in the admissions process.
   - increase internship-for-credit programs
   - increase mentoring programs

2. Value quality classroom instruction by faculty.

   - Appreciate good teachers as much as those faculty who act solely as research professors

   - Begin capital campaigns to establish no less than one endowed professorship for instructional faculty in each major department at each university.

3. Research and technology are integral to evolution of the university.

   - Recognize that graduate students and postdoctoral fellors represent the chief human capital that fuels Kentucky's cutting-edge research.

   - Solidify commitment to both research and technology as well as to the graduate students who drive this development by increasing both funding and non-monetary assistance to these programs.

4. Do not alienate outstanding students to cater to other students.

   - Each university should act to address the needs and concerns of outstanding students.

5. Recognize the equivalence of general education courses.

   - Establish an inter-university equivalency agreement for general education courses.

FACULTY ADVISORY COMMITTEE OF THE TASK FORCE
AND
COALITION OF SENATE AND FACULTY LEADERS (COSFL)

Governance and Change: A Faculty Perspective

Recommendations

- Faculty should be **included in the continuing proceedings** of the Task Force.

- Most important, faculty should have a formally established, <u>ongoing voice</u> in deliberations of change and governance. To establish a permanent channel for faculty input in statewide discussion of higher education policy, we recommend that a **faculty member be added to the Council on Higher Education**.

- University Governing Boards should be allowed to continue to operate independently, but they should be strongly encouraged to cooperate more effectively. The pressure to improve cooperation should be brought about by the Council on Higher Education and, especially, by the Office of the Governor.

Funding for Higher Education in Kentucky: A Faculty Perspective

Recommendation

- The Task Force on Postsecondary Education should endorse the higher education funding proposals put forth by the Kentucky Advocates for Higher Education and the Council on Higher Education during 1995 and 1996 to fund higher education at least to the average of benchmark institutions.

Distance Learning: A Faculty Perspective

Recommendations

- A special statewide task force should be formed to study the issues, costs, potential opportunities and benefits, effectiveness, and future role of distance learning. It should also address the options for institutional cooperation to avoid unnecessary duplication.

- Faculty — who are ultimately responsible for the learning environment — should be included in campus and statewide committees or decision-making groups which establish institutional and statewide policy related to distance learning.

- Costs of distance learning (e.g., technology updating, faxing, computer hook-up charges) should be fully funded at state and institutional levels; these funds should note be transferred to departments or to individual faculty budget lines.

Technology: A Faculty Perspective

Recommendations

- Realistic and adequate appropriations must be made available at the statewide and institutional levels — there is little point in talking about *minor* improvements in access to current technology in higher education.

- Faculty members who use current technology **must** be involved in making the budget estimates and decisions about which technology to acquire **at every level** in Frankfort, in the making of each institutional budget, and in the making of each departmental budget.

Libraries: A Faculty Perspective

Recommendations

- All library facilities should be wired and equipped with the most current technological capabilities for the exchange of information electronically. Available technology will allow users statewide to search all Kentucky academic libraries' databases instantaneously. Ideally, users should be able to request and have delivered any information resources they need. Through existing protocols, such as Z39.50, this statewide access service is now available. Such a system has already been implemented in Illinois and Ohio.

- A centralized, commonly shared library storage facility for little used but important materials should be established. Such a facility would decrease the need for major library expansion efforts and help solve the space limitation problem within existing libraries.

- A position, with statutory authority, in either the Council on Higher Education or some other governing body should be established to mandate and coordinate inter-institutional library cooperative efforts, including all of the activities discussed above.

Athletic Funding: A Faculty Perspective

Recommendations

- The Council on Higher Education should establish limits on the use of state appropriations to fund athletics.

- The Council on Higher Education should establish limits on the use of student activity fees to fund athletics.

- The Council on Higher Education should require universities to be more accountable for their athletics funding, including those coming from public and private (i.e., university foundation) sources.

ASSOCIATION OF INDEPENDENT KENTUCKY COLLEGES AND UNIVERSITIES

- Recognize fundamental role of broad-based liberal arts education and its value not only to the individual but also to business, industry and society as a whole.

- Lower the overall investment of taxpayer dollars by encouraging cooperative strategies between the independent sector and the state.

- Relate need-based student aid for access and choice to tuition and fully fund student aid.

- Explore new student aid programs that acknowledge academic achievement as well as student financial need.

- Change the funding formula to reward quality, cooperation, cost containment efforts, and the ability of students to choose the type of institution best suited to their needs and abilities rather than institutional expansion.

- Relate state supported tuition to a reasonable percentage of the cost of education and the consumers' ability to pay. Use tuition policy to reward degree completion and to discourage students from dropping in and out of the system.

- Invite all postsecondary providers, public and private, to participate in new technologies and information services.

- Provide access for all institutions to state-supported research and public service contracts.

- Develop an on-going forum for all institutions to discuss issues of common concern and work collectively toward solutions.

POSTSECONDARY PROPRIETARY ADVISORY GROUP

Recommend two primary and several secondary changes to the higher education delivery system:

- Make attendance at postsecondary institutions a matter of "choice"

- Value all forms of postsecondary education and training on an equal basis

Other Points and Recommendations:

- It is unlikely that Kentucky will reach the desired result in higher education reform until all parties are brought to the table as equals. The current "exclusive" hierarchy, either perceived or real, places research universities at the pinnacle, and the proprietary and vocational institutions off the chart at the opposite end.

- The structure of the Task Force continues this separation. No effort was made to solicit a joint report.

- Basic questions:

    - Why does Kentucky offer programs at state-supported universities that are being delivered effectively and in sufficient amounts by private and proprietary institutions?

    - Why do Kentucky citizens have to choose between attending a state-supported or private not-for-profit institutions, where they can use their state grant dollars, and a private, for-profit institution, where they must pay additional dollars because they cannot use the state grant dollars?

- Recommendations

    - Agree with private college advisory group:

        * In the change in the method of financing higher education in Kentucky to fund students rather than institutions.

        * In support of adequate funding for research.

        * In importance of liberal arts education.

    - Allow all students to have access to state grant dollars, regardless of the institution they choose to attend.

- Focus accountability on true outcomes and make these applicable to public institutions as they are not applicable to the private sector.

    * All institutions should make retention, graduation and placement rates available for applicants to assist them in making informed educational decisions.

- Improve transferability of credit.

- Bring all accrediting agencies to the table – including the recognized national accrediting agencies that accredit many of the proprietary schools in the Commonwealth. Avoid identifying one accrediting group as better than another.

- Address the issue of out-dated and irrelevant programs.

- Everyone must be brought to the table on equal terms. Elitism as well as turf must be put aside.

NATIONAL SCIENCE FOUNDATION ADVANCED TECHNOLOGY EDUCATION PROJECT (NKATE)

NKATE Faculty Subgroup

Problem

Council on Higher Education requirements and limited access to technology block the ability of the UK Community Colleges to offer certain advanced technology associate degree programs on a system-wide basis using distance learning and technology-based teaching and learning.

Barriers

- CHE rules that mandate that new AAS degrees include expectations of a minimum of ten graduates per program per year and a minimum total enrollment of twenty-five students. Because these are interpreted on an institution-by-institution basis, they do not recognize the efficiencies that could be achieved by developing a system-wide degree program using technology-based teaching and learning.

- Lack of access to interactive video at many of the community colleges and lack of infrastructure necessary for community colleges to offer courses via interactive video and the Internet.

Solution

- Break the policy barriers to establishing system-wide degree programs.

- Provide funding and leadership to develop the technology infrastructure.

D. FRED LANDRUM
DEAN OF BUSINESS AFFAIRS
HAZARD COMMUNITY COLLEGE

- The current model of postsecondary education in Kentucky has been successful within the constraints of funding in providing citizens with the knowledge and skills to enable them to support themselves and to make a positive contribution to society.

- Make change with care to ensure that a reasonably sound system is not harmed.

- Look for new ways to improve to respond to rapid changes in technology and the possibility of additional financial resources.

- Utilize new technology to increase accessibility, maintain quality and improve cost effectiveness.

- Develop a new university — a "virtual university" to encourage creativity and cooperation among institutions and address barriers faced by students, such as:

    - Difficulty of non-traditional students relocating to a university for course work.
    - Transfer barriers and lack of coordination of similar programs at different institutions.

- Use the virtual university to overcome "turf" protection than can delay or totally inhibit change.

- Develop the virtual university as a "no frills" entity by:

    - Including curricula similar to all the degree and certificate programs already offered by Kentucky institutions.

    - Reviewing existing curricula and streamline them to include only courses necessary to achieve desired outcomes.

    - Providing students with an opportunity to pursue their objectives through correspondence courses, telecourses, Internet courses, compressed video classes offered by the virtual university or some other statewide delivery system.

    - Make use of any method of delivery that enhances accessibility, reduces cost and maintains quality.

- Use the virtual university to:

    - Develop model AA and AS degrees and a model AAS degree.

    - Extend graduate education.

    - Make it possible for high school students to complete advanced credit courses.

- Use the virtual university as:

    - An agent and catalyst in development and maintenance of state-of-the-art, statewide delivery systems.

    - As a partner, competitor and change agent for the existing postsecondary institutions.

- Address the current inefficiency of state-funded institutions. Reward clarification of missions and demonstration of cooperation and efficiency.

- Do not change management systems, such as combining the community colleges and Vo-Tech institutions.

    - Each has a distinct mission.

    - Provide for seamless transfer of technical course work from Vo-Tech into an AAS degree within the community college system.

    - Great harm would be done to the community college system if it were transferred from the University of Kentucky.

    - The community college system needs equity funding.